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**CHARACTER EDUCATION MODEL IN TEACHING MATERIALS
MULTICULTURAL BASED INDONESIAN IN SINGAPORE INDONESIAN SCHOOLS**

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ABSTRACT

Multicultural-based character education at Indonesian Overseas Schools (SILN) has not been implemented optimally, one of which is the Indonesian language teaching materials used by teachers and students. Multicultural-based character education is very necessary considering that students are Indonesian citizens who live abroad and they are feared to be contaminated with cultures outside Indonesia. This study aims to develop a character education model in the multicultural-based Indonesian language teaching material in Singapore Indonesian Schools (SIS). This study was designed with a research and development approach. The steps of this research are described in three stages: analyzing the needs of Indonesian students and teachers for Indonesian language learning which contains multicultural-based character education values through teaching materials or teaching materials used in the first year; create models/prototypes of Indonesian language and literature teaching materials that contain multicultural-based character education values at the SIS in the second year; determine the effectiveness of the model of Indonesian language and literature teaching materials that have been produced to users in the third year. The results of the needs analysis show that SIS teachers strongly agree with 14 indicators of character education in BI teaching materials, 10 indicators of good BI textbooks, and 4 multicultural indicators in BI teaching materials, and agree with one indicator of character education in BI teaching materials. The results and needs analysis of BI teaching materials will be the basis for constructing a prototype character education model in multicultural-based BI teaching materials in SIS.

Keywords: character education, Indonesian language teaching materials, multicultural

Introduction

Recently, the society's degradation in moral, spiritual, and mental has affected students as scholarly people in society. Coming from this issue, it emerges character education to be applied in the educational curriculum. The character education can be formed not only through scientific readings or religious lectures but also in the Indonesian learning course. It is assumed that Indonesian language teaching material in Indonesian School Abroad (SILN) had not been adjusted

to the character education based multicultural. SILN uses the same textbook as Indonesian schools. Based on the results of observation and interview of Indonesian Language teacher in Singapore Indonesian School (SIS) (March 12, 2019), it was found that character education based multicultural is essential for learning and teaching materials of Indonesian Language (BI) so that students know character education and adequate cross-cultural understanding, especially for students who live abroad to not be scraped with the foreign culture. This is because SIS prepares education for Indonesian citizens in Singapore and serves as an umbrella for building and developing a sense of Indonesian nationalism, strengthening the sense of unity and Indonesian personality.

The interview results with BI teachers in two SILN; Kuala Lumpur Indonesian School (March 31, 2017) and Johor Baru Indonesian School (April 12, 2018), proved that character education in SILN had not been implemented optimally. However, character education based multiculturalism is vital because Indonesian students living abroad and can be influenced by a foreign culture. BI teachers at SIS said that the students who are Indonesian citizens, mostly children of diplomats and Indonesian Migrant Workers (TKI) used to live abroad with foreign culture. It affects their learning and lifestyle. Especially in this millennial era, during the 4.0 Industrial Revolution, the characteristics of Z generation students also root in SILN students. Students tend to be unruly, picky, egocentric, inclusive, and so on (IEAB White Paper, 2008).

One solution to anticipate and protect moral degradation and strengthen character education in SILN is through the teaching materials containing character education based multicultural. There are three steps in this research. The first step conducted in 2019 was to identify and analyze the student's and BI teachers' needs towards BI teaching materials that contain character education based multicultural. The second step conducted in 2020 was research on developing the prototype of character education teaching material with various approaches or scientific fields. The third step was conducted in 2021 with research on the dissemination, marketing, and collaboration with users in utilizing research results so that the results can have a

high value (RIP UNJ, 2019). This research produces identifications and needs analysis of BI teaching material that contains character education based multicultural so students and teachers can utilize the material.

Character education in learning is essential because it aims to form the character, intelligence, and other students' psychological aspects (Ratna: 2014, 73). It is in line with character education definitions stated by Hoge, "... *character education as any overt or conscious attempt to affect the development of desirable individual traits or qualities*" (Almeriko: 2014, 2). Based on the definition, character education is a real and conscious effort that affects the character and individual quality development. Megawangi (Mulyasa: 2011, 3), arranges nine main pillars of noble characters which should be used as a reference in character education, both at school and outside the school involving loving of God and truth; responsibility, discipline, and independence; trust, respect affection, care, and cooperation; self-confidence, creative, and never give up; fair and leadership; kind and humble; tolerant and peace-loving. Character education cannot be separated from the *School Literacy Movement* program. *The School Literacy Movement* program is developed based on Permendikbud Number 23 of 2015 about The Growth of Moral. This movement aims to motivate students to read and write so that it raises students' positive character. This research was carried out based on critical analysis in several relevant studies from 2009 until 2018. This research focuses on the identification and the needs analysis of BI teaching material models that contain character education based multicultural in SIS.

Materials and Methods

The view of Wright (1987) is that teaching materials can help achieve goals, syllabus, and help the role of teachers and students in the teaching and learning process. With the teaching material, the learning process will be easier and can increase the knowledge and/or experience of the teacher or student (Tomlinson (ed), 1998: 2). As a main element in learning, effective teaching materials must be selected that can support the success of learning. Effective teaching materials in Gerlach and Ely's theory in Mariana Karim (1990: 7) must meet the following requirements: (a) cognitive

appropriateness, the selected teaching material should be suitable to achieve the goals that have been formulated; (b) thinking level (level of sophistication), teaching materials should be ¹⁶in accordance with the students' level of understanding; (c) the cost of teaching materials according to student learning outcomes; (d) availability of materials, availability of equipment needed in the learning of the intended teaching material; and (e) technical quality, the quality of teaching materials is quite good, in the sense that it can be read, seen clearly, and can be heard clearly. As a main element in learning, effective teaching materials must be selected that can support the success of learning. In BI learning, the inculcation of character values in students is reflected in the following activities: 1) Religious: a. leading a prayer with instructions in BI; b. opening and closing lessons with prayer; c. give greetings in BI when entering the classroom and leaving the classroom; d. linking each learning material with the concept of divinity, for example: anecdotes with intelligent intelligence that God bestows on humans. 2) Nationalists: a. compile a flag ceremony procedure text; b. displaying photos of the president and vice president in language class; c. use good and correct Indonesian; d. uphold the values of Pancasila during the learning process; e. democratic; f. have a national perspective with awareness of their rights and obligations in the classroom; g make poetry with the theme of the Republic of Indonesia Anniversary or the theme of nationality; h. singing Indonesia Raya three stanzas in the first hour lesson; i. raise national issues as an introduction to learning materials; j. linking actual events in society with nationalistic values, for example the brawls that killed students with the unity and integrity of the state. As a main element in learning, effective teaching materials must be selected that can support the success of learning. In BI learning, the inculcation of character values in students is reflected in the following activities: 1) Religious: a. leading a prayer with instructions in BI; b. opening and closing lessons with prayer; c. give greetings in BI when entering the classroom and leaving the classroom; d. linking each learning material with the concept of divinity, for example: anecdotes with intelligent intelligence that God bestows on humans. 3) Independent: a. keep class clean; b. obey the rules set since the beginning of the lesson; c. responsible for cleaning each student's desk

locker/drawer; d. negotiate well in front of the class after receiving the material; e. communicate the results of the discussion in front of the class to train self-confidence. 4) Gotong royong: a. run pickets/clean class together before lessons start; b. together create a conducive class; c. discuss in class to solve problems; d. groups in analyzing texts; e. give opinions and criticize other groups that appear. 5) Integrity. a. honest in assessing yourself and friends/correcting friends' assignments; b. linking actual events / incidents that occur around/society with the material being taught, for example: linking traffic chaos with anecdotal texts; c. enter class, leave class, and complete assignments on time; d. doing assignments, exercises, homework honestly; e. linking current lessons with previous and future material; f. argue politely and politely; g. respect other people's opinions (Permendikbud Nomor 23 Tahun 2015).

In developing teaching materials, apart from the aforementioned requirements, it is also necessary to pay attention to things as stated by Dick and Carey (1996: 228), namely: (1) paying attention to the motivation desired by learners, (2) the suitability of the material provided, (3) following a correct order, (4) containing the required information, (5) having practical exercises, (6) being able to provide feedback, (7) providing tests in accordance with the material provided, (8) providing instructions for follow-up, repetition, or general progress of learning, (9) instructions are provided to students for the steps taken, and (10) can be memorized and transferred. According to Hanum (2009), to integrate multicultural content into learning in schools, education observers in Indonesia can consider four multicultural approaches as proposed by Banks, namely: the contribution approach, the additive approach, the transformation approach, and the social action approach. The contribution approach is carried out by including hero figures or symbols that represent ethnicities, ethnicities, or nations in teaching materials. The additive approach is carried out by incorporating cultural material into the curriculum without changing the structure and main objectives of the curriculum, while the transformation approach is carried out with the aim of changing the basic assumptions of the curriculum. Finally, the social action approach aims to equip students with social critical skills and social change. Furthermore, he said that the approaches and

forms of implementation of multicultural education are not always the same in every country depending on the analysis of needs and goals to be achieved.

This research had been designed for three years, from 2019-2021 with ²⁰ research and development design to develop and validate educational products (Borg and Gall, 1983: 772). This research aimed to produce: 1) the needs analysis of students and teachers in BI teaching materials that contain character educational values based on the multicultural value at SIS in March-November 2019; 2) BI teaching material prototypes that contain character educational values based multicultural in SIS; 3) the model and effectiveness of BI teaching materials that contain character educational values based multicultural in SIS. The research product would produce in the second year. The effectiveness of BI teaching material model that contains character educational values based multicultural at SIS was produced in the third year. Research data regarding the analysis of the need for a character approach in multicultural-based Indonesian teaching materials were obtained through a questionnaire given to Indonesian junior and senior high school teachers at SIS in June 2019. In addition, research data was also obtained through analysis of Indonesian textbooks used so far in SIS in March 2019. The research on documents and needs analysis of students and teachers towards BI teaching materials that contain character educational values based multicultural at SIS was carried out in 2019. This research was done in SIS and UNJ. These research results are expected to be a model that can be used in several similar SILN, such as Kuala Lumpur Indonesian School and Johor Bahru Indonesia School.

Result and Discussion

As the main element in learning, effective teaching materials must support the success of learning. In BI learning, instilling the character education values to students can be done through several values reflected in the following activities:

1) Religious: a. leading a prayer with instructions in BI; b. opening and closing lessons with a prayer; c. greetings in BI when entering and leaving the classroom; d. Integrating each learning material with divinity concept, for example, anecdote with intelligence that God bestows on

humans. 2) Nationalists: a. arranging a procedure text for a flag ceremony, b. displaying president and vice president picture in language class; c. using good and correct Indonesian language; d. respecting Pancasila values during the learning process; e. democratic; f. having national-minded with the awareness of their rights and obligations in the classroom; g. making poetry with a theme of the Independence Day of the Republic of Indonesia (HUT RI) or the nationality theme; h. singing Indonesia Raya song three stanzas in the first-hour lesson; i. discussing a national issue as an introduction before learning materials; j. integrating actual events in society with national values, such as the brawls that kill students concerning national unity and integrity. 3) Independence: a. keeping the class clean; b. obeying the class rules that have been set; c. having the responsibility to clean their desk locker or drawer; d. having good negotiation in front of the class after receiving the material; e. communicating the discussion results in front of the class to train self-confidence. 4) Cooperation: a. obeying the picket schedule or cleaning the class together before class; b. creating a conducive class; c. conducting discussion to solve problems in the classroom; d. analyzing texts in a group; e. giving opinions and criticizing other groups presentation. 5) Integrity. a. assessing himself and friends or correcting friends' assignments honestly; b. linking actual events that happen in the society with given materials, for example relating traffic chaos with anecdote texts; c. entering class, leaving class, and completing assignments on time; d. doing an assignment, exercise, and homework honestly; e. linking current lesson with previous and future lessons; f. giving opinions politely; g. respecting other's opinions.

The learning process which emphasizing on instill character values aims to make students have positive characters. ¹⁹ Law No. 20 of 2003 about National Education System Article 3 juridically implies that education is expected to have strong positive characters. The nation's generations are expected to have an honest, conscience, moral, and wise character. As a multicultural nation, Indonesia has abundant cultures. This cultural richness can strengthen national identity. Cross-cultural understanding means that the students will know their own culture so that they will be tolerant of other cultures. According to Ninsian (2017), language learning with

teaching materials combined with local cultural elements makes students develop better characters in the future. The scope of teaching material is derived from local cultures such as rules, values practiced in society, household habits, religious activities, and physical forms such as tourism places, tourism objects, prayer places, public facilities, residents, families, and so on. Therefore, language is an entity that contains dimensions of culture, religious values, and society speech patterns construct its knowledge.

According to Hanum (2009), to integrate multicultural content into learning in schools, education observers in Indonesia can consider four multicultural approaches proposed by Banks, namely: ⁴ the contribution approach, the additive approach, the transformation approach, and the social action approach. The contribution approach was carried out by involving hero figures or symbols that represent tribes, ethnicities, or nations in the teaching materials. The additive approach was carried out by including cultural material in the ⁵ curriculum without changing the structure and the curriculum's primary objectives. At the same time, the transformation approach aims to change curriculum basic assumptions. Finally, the social action approach aims to give students critical social skills and social change. Furthermore, approaches and forms of implementations of multicultural education in every country are not always the same, depending on the analysis of needs and goals to be achieved.

SIS imports textbooks from Indonesia because the schools also use the 2013 Curriculum. SIS uses the Erlangga Publisher book because SIS chooses to use subject books according to the sub-theme, while the government uses Elementary School (SD) thematic books. Therefore, SIS prefers non-government books such as *Sakti Bahasa Indonesia Kurikulum 2013*, published by Erlangga Publisher in 2017, for Elementary School (SD/MI) students. Meanwhile, a textbook used by students and teachers of Junior High School (SMP/MTS) SIS is *Marbi Mahir Berbahasa Indonesia untuk SMP/MTS*. Book Code: 0034900110. ISBN: 9786022989882. Author: Educative Team. The total number of pages is 264. There are three character educational values in the Erlangga Publisher textbook, namely 1) cooperation; 2) nationalism; and 3) cultural values. These

cannot fulfill the needs for character educations content in BI teaching materials at SIS as this research focuses on character education in BI teaching materials based multicultural at SIS. It is questioning the teaching materials used in SIS. As described in the SIS profile section and the books used in SIS, and the results of the¹¹ identifications of the teaching materials or books used by SIS students, the criteria of good textbooks according to Greene and Patty theory can be described and analyzed as follows. 1) The textbook must attract students who use it. The textbook used by SIS students has already contained things that attract students' interest, such as interesting illustrations for the need of reasoning between text and reality. Besides, the texts are also interesting for students to read. 2) The textbook must be able to motivate students. In the textbooks used by SIS students, some chapters have not shown significant motivations for students. 3) The textbook should contain illustrations to attract students. The textbooks used by SIS students, especially chapter 3, have already contained several illustrations describing the text's situation. 4) The textbook should use excellent and correct linguistic rules. The textbooks used by SIS students, some chapters have good and correct linguistics rules. 5) The content of the textbook must be related to other subjects; it is even better if it can be supported with a lesson plan, so everything is complete and unified. In the textbooks used by SIS students, the texts are related to other subjects, such as social science in each text. 6) The textbook must be able to stimulate students' activities. In the chapters of the textbooks used by SIS students, some individual tasks can stimulate students learning activities. There are also some instructions for students to think more critically to create an exposition text. 7) The textbook must consciously and firmly avoid vague and unusual concepts so that the students are not confused. In the textbooks used by SIS students, the chapters explain every part of the topic discussed in detail. For example, regarding exposition text, there are some explanations regarding the concepts of exposition text, generic structure, and how to write exposition text. 8) The textbook must have a clear and firm point of view so that it ultimately becomes the point of view of its loyal users. In the textbooks used by SIS students, some chapters use the third-person point of view, because each instruction in every activity always directs to the

user. 9) The textbook must be able to emphasize the value of children and adults. After reading carefully, texts in the chapter of the textbooks used by SIS students contain topics that raise society's values. The example can be seen in some exposition texts in this chapter that describe reality and contain motivation. 10) The textbook must be able to appreciate the students' differences. There is no difference regarding students' personal in the textbooks used by SIS students. The books treat users equally. It can be seen from some available texts, the text will be read and done by students simultaneously, there is no difference regarding abilities, talents, interests, and the topics discussed in this chapter so that it would not lead to individual differences.

Based on the results of a questionnaire sent to BI teacher at SIS in June 2019 regarding teachers' perceptions about character education in BI materials based multicultural at SIS, the data obtained were as follows. 1) SIS teachers strongly agreed that teaching materials could help teachers and students to achieve objectives, syllabus, and help the ¹⁰ teachers and students' role in the teaching and learning process. 2) The SIS teachers strongly agreed that the teaching material made the learning process more accessible and it could increase the teachers' or students' knowledge and or experience. 3) The SIS teachers strongly agreed that the teaching material requirements were: (a) cognitive appropriateness, the chosen teaching material should be suitable to achieve the goals that have been formulated; (b) level of sophistication, teaching materials should be following the level of students' understanding ability; (c) cost, the cost of teaching materials was appropriate with student learning outcomes; (d) availability, availability of equipment needed in the learning of the intended teaching material; and (e) technical quality, the quality of teaching materials was quite good, in other words, it could be read, seen, and heard clearly. 4) The SIS teachers strongly agreed that the teaching material requirements were: (1) paying attention to the motivation desired by the learner, (2) providing suitable material, (3) following a correct sequence, (4) containing the information needed, (5) having exercises, (6) providing feedback (7) containing appropriate tests with the material provided, (8) performing instructions for follow-up, repetition, or general progress of learning, (9) having per stages

instructions for students to follow, and (10) it could be remembered and transferred. 5) The SIS teachers strongly agreed that the implementation of religious value in character education in Indonesian language teaching materials was by integrating learning material with the concept of divinity, for example, anecdote with intelligence that God bestows on humans. 6) SIS teachers strongly agreed that the example of implementing nationalist value in character education of BI teaching materials was by arranging a procedure text or protocol for a flag ceremony. 7) SIS teachers strongly agreed that implementing nationalist value in character education of BI teaching materials with a good and correct BI. 8) The SIS teacher strongly agreed that implementing nationalist values in character education of BI teaching materials was by making poetry with the theme of the Independence Day of the Republic of Indonesia (HUT RI) or nationality theme. 9) SIS teachers strongly agreed that implementing nationalist values in character education of BI teaching materials was by discussing national issues as an introduction to learning materials. 10) The SIS teacher strongly agreed that the implementation of nationalist values in character education of BI teaching materials was by integrating the material with actual events in society with the value of nationalism, for example, brawls that can kill students and that relationship with the national unity and integrity. 11) SIS teachers strongly agreed that the value of independence in character education in BI teaching materials was shown by doing assignments or exercises independently or individually at the end of BI teaching materials. 12) However, the teacher only agreed that the value of mutual cooperation in character education in BI teaching materials was shown by doing assignments or exercises in groups and discussing at the end of Indonesian teaching materials. 13) The SIS teacher strongly agreed that the value of integrity in character education in BI teaching materials was shown by linking the material to actual events around society, such as relating traffic chaos with anecdote texts. 14) SIS teachers strongly agreed that the value of integrity in character education in BI teaching materials was shown by integrating the materials with other disciplines. 15) The SIS teachers strongly agreed that the textbooks should appeal to children, especially to the students who use it. 16) The SIS teachers strongly agreed that

the textbook should be able to motivate the students who use it. 17) The SIS teachers strongly agreed that the textbook must contain illustrations to attract the students' attention. 18) The SIS teachers strongly agreed that the textbook should consider linguistic aspects so that it was suitable for the students' abilities. 19) The SIS teachers strongly agreed that the content of the textbook must be closely related to other subjects; even better, if you can support it with a lesson plan so that everything was complete and integrated. 20) The SIS teachers strongly agreed that the textbook should be able to stimulate the personal activities of the students who use it. 21) The SIS teachers strongly agreed that the textbook should consciously and firmly avoid vague and unusual concepts, so that it would not confuse the students. 22) The SIS teachers strongly agreed that the textbook must have a clear and firm point of view so that it ultimately became the point of view of its loyal users. 23) The SIS teachers strongly agreed that the textbook should be able to provide consolidation, emphasizing the values of children and adults. 24) The SIS teachers strongly agreed that the textbook should respect the students' differences.

BI teacher strongly agree with all the aspects of character education include religious values, honesty, tolerance, discipline, hard work, creative, independence, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly or communicative, peace-loving, love reading, caring for the environment, social care, and responsibility; also strongly agreed with all multicultural aspects that must be presented in BI teaching materials include four multicultural approaches, namely: the contribution approach, the additive approach, the transformation approach, and the social action approach; the contribution approach was carried out by including hero figures or symbols that represent ethnicities or nations in teaching materials. The additive approach was carried out by incorporating cultural material into the curriculum without changing the structure and main objectives of the curriculum. In contrast, the transformation approach was carried out to change the basic assumptions of the curriculum. At last, the social action approach aims to equip students with social criticism and social change skills. However, teacher agree on one of the characters in the form of the value of mutual cooperation in

character education in BI teaching materials is shown by doing assignments/exercises in groups and having discussions

Conclusion

¹⁵ Based on the results of the needs analysis for BI teachers at SIS regarding character education in multicultural-based BI teaching materials at SIS, that teacher strongly agree with all indicators (23) contained in Indonesian language teaching materials with a multicultural-based character approach and agree on one of the characters ⁹ in the form of the value of mutual cooperation in character education in BI teaching materials is shown by doing assignments/exercises in groups and having discussions; and strongly agreed with all multicultural aspects that must be presented in BI teaching materials include four multicultural approaches, namely: the ⁶ contribution approach, the additive approach, the transformation approach, and the social action approach.

Thus, based on the results of the identification and analysis of needs for BI teaching materials containing character education in multicultural-based BI teaching materials at SIS, it can be concluded that good BI teaching materials are teaching materials contained in textbooks used by SIS students which contain character education and multicultural based. That was the perception of BI teachers about character education in multicultural-based BI teaching materials at SIS. The ¹⁰ results of the identification and analysis of the needs of BI teaching materials and the perceptions of SIS teachers would be the basis for developing a prototype character education model in multicultural-based BI teaching materials at SIS.

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